CHILD STUDY

PARENTS SHARE *in the* NEW SCHOOL MOVEMENT

A Symposium

Based on interviews and correspondence with

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Parents Share in the New School Movement

How Mothers and Fathers Have Helped to Start Progressive Schools in Their Communities

A Symposium *edited by* Helen A. Storey

PARENTS in different parts of the country have been watching the effect of formal, conventional school work on their children and on the children of their neighbors—and they have not been satisfied. Increasingly they have come to demand for their children the newer educational ideals and methods that are to be found in the more progressive school. But such a school has not always been available, and it has often been necessary to seek ways and means for securing one.

More often than is generally realized, the impetus for starting progressive schools, which are now well-established, has come from a handful of parents. Not only have they borne the brunt of the school's struggle against financial odds but they have had to fight their own doubts and fears of the new and untried.

"The progressive teachers from all over the country," writes Marietta Johnson, one of the pioneers of the newer education, "are prone to take great credit to themselves for being the prime movers in this avalanche of reform. We must remember, however, that the parents have had a very large share in stirring the waters."

Mrs. Johnson writes of the part which parents have played in her own school projects:

Mothers Incorporate to Handle Finances

"Twenty years ago, when I began my little experiment in education in Fairhope, Alabama, a group of mothers became the incorporated body which handled the finances of the school from almost the very beginning. They have been most loyal and co-operative in defending the faith as the work progressed.

"The parents' round table, at Fairhope, organized for the study of the development of the child, has been a constant source of inspiration and suggestion. These parents have gathered data, they have suggested books, they have provided the material conditions for all sorts of school activities, they have raised funds, they have given entertainments, they have created a social atmosphere for the teachers and the faculty of the school, the value of which cannot be overestimated.

"The founder of Edgewood School in Greenwich, Conn., with which I am associated, was a mother who felt that her children should have a different school process. She has developed a mothers' center which has persisted for many years,—a group at whose luncheon meetings the theory on which the school is working is presented and distinguished educators are often invited to speak. Child study groups have been the foundation and background of both Fairhope and Edgewood Schools.

"At Port Washington recently a discussion group of parents became interested in education and a sense of immediate need was so pressed upon them that they decided to open a school. They appointed a committee, secured a vacant residence for a site, and organized with three groups of children and three teachers, permitting me to be educational advisor.

"In all the schools with which I have been connected I find that the very principle on which they

are founded—that is, that education is life and growth—is leading not only the children, but the parents also into a larger life."

Another progressive school started by parents is that in Cambridge, Massachusetts, described by Mrs. William Ernest Hocking.

"The Shady Hill School," writes Mrs. Hocking, "began on our breakfast porch, with our own small son, eight years old, and four other children about the same age. Mr. Hocking gave them arithmetic, while I taught them reading, writing, geography and history. This was eleven years ago.

Parents Volunteer as Teachers

"The following year several other parents, believing with us that information is not education, joined with us. One of these parents was Mrs. Wallace Atwood, who had been taught as a child and who had later herself taught in Francis Parker's great school in Chicago. Mrs. Atwood agreed to teach the children geography and science. Another of these co-operating parents was Mrs. James Sturgis Pray, a professor's wife who had studied music with Thomas Whitney Surette and who volunteered to teach the children music. With the addition of a full-time paid teacher to help me with the history and English and of two part-time teachers of French and hand-work (carpentry, weaving, etc.), we started our second year with twenty-seven children, still on the breakfast porch.

"The third year brought us applications from forty-two pupils. That was the turning point. Either we must keep the numbers strictly limited and remain a home school, or we must provide ourselves with a building and expand. The latter course involved a financial problem. Mr. John Sturgis, a banker, and one of our wisest parents, took the lead at this point. First he asked the parents for gifts toward the building, and received $3,500. Then he asked how many could make loans to the school, and this sum reached $10,000. Every one of the parents had loaned at least $100. This suggested to Mr. Sturgis the plan of asking each pupil on entering to take one share of non-interest-bearing stock, worth $100, which the parent could sell when the child left the school, subject to the school's approval of the purchaser. This wise and simple scheme brought us $5,000 worth of land, built and equipped our simple buildings. Most of the parents made a gift of their stock to the school when they no longer had use of it.

"The parents meet occasionally for talks on education or reports by the teachers. They elect yearly a Board of Directors, and this devoted group spends many evenings managing the school's growing affairs. The last two years have seen an amazing piece of work put through by the parents, led by the Directors: $159,000 collected, a beautiful eight-acre stretch of land bought, and buildings completed which are the school's permanent home.

"Shady Hill School now numbers 135 children, with 16 teachers; and it has a long waiting list."

The establishing of a progressive school in another community is described by Mrs. Alice Borchard Greene.

"What a very few parents have accomplished in Montclair in the establishment of Brookside School," writes Mrs. Greene, "can without doubt be duplicated in any fair-sized community. Even a small group, only moderately equipped with the financial wherewithal, if rich in determination, courage, initiative, tact and sound faith in the philosophy of progressive education, can in six or eight months transform the hope for a progressive school in their community into a reality.

"Our parents, in establishing a progressive school in Montclair, were influenced by the Dewey philosophy of education. They were convinced that every child's individuality should be preserved, that his education must be adapted to his native capacities in order to bring about his fullest development.

Working to Arouse Interest

"For eight months this group of parents worked to arouse interest in the proposed new schools. They held teas and lectures in private homes. Through their persistent endeavor they achieved a list of thirty definitely interested parents and about thirty more half-interested ones. Then they incorporated as a non-profit-making organization with a Board of Trustees, and proceeded to engage a director for the Fall opening, then five months off. The director was authorized to engage a teaching staff for a school of approximately seventy children, for the Finance Committee of the Board had said that at least seventy would be necessary if the budget were to be met without too high tuitions. All summer long the enrollment committee worked to secure seventy pupils—and finally succeeded.

"The Board realized that a building and grounds of its own were essential to secure the school's

existence. It found a building admirably suited to its needs, with plenty of grounds for outdoor work and play, and for possible future expansion. One of the fathers was able to negotiate the buying of this property with very little cash. Five thousand dollars was raised among the parents as a second mortgage, most of which was needed for improvement to the property and school equipment.

"The school is now in its second year. It has an enrollment of ninety pupils in groups ranging from the nursery school to junior high school, and a faculty of eight. It still needs strenuous work on the part of the enrollment and finance committees, and careful budgeting. Its tuition fees range from $150 in the nursery and kindergarten groups to $325 in the highest grade."

Child Study Groups an Influence

The Park School in Baltimore "has been from the first definitely a community school," writes its former headmaster, Eugene Randolph Smith, "in the sense that it belongs to the community and is controlled and backed by parents. Many of the mothers have been members of child study groups, which has been a great factor in making their cooperation intelligent and progressive."

The influence of the Park School later extended to Boston, where several parents who had been carrying on a progressive kindergarten and primary school felt the need, as their children grew older, of a school of the progressive type that would carry them on into elementary grade work. They sent committees to visit and report on schools in other parts of the country. The Park School of Baltimore seemed nearest the type they desired and the headmaster of that school became their adviser and later the head of the school they organized—the Beaver Country Day School at Chestnut Hill, Mass.

Another school, the Oak Lane Country Day School, organized by parents in Philadelphia "to provide for their own children the kind of education they felt the times demanded," as its Headmaster, Mr. Francis Mitchell Froehlicher expresses it, had a secondary aim: "to provide a school interested in educational research. In following out this latter aim, Oak Lane Country Day School has been affiliated with the School of Education at the University of Pennsylvania, thus affording students of education in the University the privilege of observation in the school and giving the school itself the benefit of the advice and counsel of the professors of the University."

Equipment Is Contributed

The Providence Country Day School in East Providence, R. I., was started by parents in an old colonial house and barn. "Much of the equipment has been given by parents interested in specific educational features. Parents attend class-room exercises frequently during term time and there is a singularly marked cordiality in the relationship between teachers and parents," says Mr. Charles H. Breed, its Headmaster.

War conditions in Bridgeport, dissatisfaction with the formal work of the very crowded public schools inspired the beginning of Unquowa School through the leadership of a few parents who had been conducting a private Montessori class and whose children were ready for advanced work. The facts concerning the organization and growth of the school have been furnished by Mrs. Katherine O. Brewer and Mr. Andrew R. Smith.

The interested parents formed a corporation, purchased a house in a beautiful rural setting, and rented it to the School Association. "Our people have never lacked courage to face financial difficulties," writes Mr. Smith. "Our deficit ran as high as $9,000 in one year. Parents chipped in to make up most of this on the spot. It took hard canvassing, however. We have no great number of wealthy people. We have built a new building this year at the cost of $30,000. For this $22,000 was pledged in cash gifts and $18,000 in common and preferred stock has been given back to the school in connection with this building enterprise."

"A few parents," writes Mrs. Brewer, "appreciate that a school of this sort is *expensive*. The anxiety of its cost should ideally be done away with by endowment, so that classes may be limited in number. Large numbers mean military discipline and old-time methods."

Reconciling Conservatives and Radicals

As to the management of the school other than financial, the teachers are chosen by the Head Master with the advice of a committee of three parents. The Head Master and the teachers make the curriculum, practically all important decisions being in the hands of the Head Master. "We avoid experimentation on any large scale," says Mr.

Smith, "but do try many new expedients. There is constant minor friction between very radical thinkers and very conservative people. Our parents are able to adjust these two viewpoints pretty well, on the whole." "Yet there is fear among them," says Mrs. Brewer, "fear of their children's inability to fit into 'life'. We mix policies and methods in a frightened hope to satisfy all parents so that we shall not lose tuition."

"The success of such an enterprise," sums up Mr. Smith, "depends largely on a good supply of wise and intelligent parents."

An Unusual Parents' Association

It is this asset, evidently, in a suburb of Chicago, that is contributing largely to the success of the North Shore Country Day School, of which Mr. Perry Dunlap Smith is Head Master. The school has an unusually active and enthusiastic Parents' Association. It is divided into thirteen grade groups, each of which meets at least once a month. Every alternate meeting must be at a time when the fathers can attend. These meetings take the form of child study classes and normal classes for parents who take turns overseeing the dormitories and the evening study hall, and serve as a medium for the parents to become better acquainted with each other. The Association as a whole meets three times a year.

Not only the organization of progressive schools, but the success of many of their projects depends to a large extent on the consent and co-operation of parents. An experiment like that of Miss Mabel Goodlander in the Ethical Culture School in New York City had to have parents back of it. One of these parents describes the experiment.

An Experiment in Education

"Miss Goodlander's plan was to take twenty-six first-grade children and keep them for four years without grading them. After these four years were over the children were to be ready to go into the fifth grade. The work was to be less formal than regular school work. For instance, the children prepared their own luncheons, did marketing, cooking and cleaning up. They learned fractions by figuring how much the lunches cost each child. They gained a knowledge of food-stuffs by visiting a macaroni factory, a chocolate factory and by going to the dock where fruits were unloaded. One of their projects was the writing and publishing of a school paper.

"The course of such an experiment does not always run smoothly. At first the parents were glad to see their children so busy and happy. Then doubts arose, some of them legitimate. The parents had to learn that they couldn't have their cake and eat it, too—the child who is gaining in initiative and enterprise may not learn to read quite as soon as the child who is being educated more formally.

"At the end of the four years, however, there was no question but that the experiment had been a success. The children entered the fifth grade, acquitted themselves in the regular work with credit, and were decidedly strong on enterprise and initiative. The parents were so enthusiastic over the results that they made it possible for Miss Goodlander to move from the one room where she had been working in the Ethical Culture School to larger quarters in another part of the city. This meant the beginning of the Ethical Culture Branch School."

All of these are now well-established schools which have successfully weathered the difficult years of organization. At the same time, many smaller, but no less interesting projects are being initiated by other parents to meet the needs of their own communities.

Recognizing the Nursery School

Through special studies by scientists and educators of the needs of the little child, there has come an awakened consciousness on the part of mothers of the educational possibilities of the early years, and a desire to give, as one mother expressed it, "the best possible surroundings and the most enlightened care to our very young children as they emerge from the individuality of babyhood into an expanding social existence."

Such a desire, shared by a number of mothers, inspired the beginning of the Cambridge Nursery School. Mrs. Esther S. Schell gives an account of its growth.

"None of us could give every moment of the day to our two and five-year-olds; none of us were willing to admit the mentality of available nursemaids to be comparable to our own. Two groups of four or five children were already meeting for two hours every morning at the homes of mothers who were rather haltingly trying to work out a wise program for their children as yet too young for the kindergarten."

The attention of these and of other mothers was attracted to the Ruggles Street Nursery School in

Boston, which was being carried on by the Women's Education Association under the direction of Miss Abigail Eliot. "Why can't our children have this opportunity?" was the question that inevitably arose as they saw how the little children of working parents were gaining skill and self-reliance in school activities which would not be possible in a private home. So when Miss Eliot was able to put them in touch with a graduate of the Macmillan Nursery School in London, who was especially equipped to teach children of nursery age, they engaged her for a three months' trial period, and the little enterprise had begun.

"Our equipment," continues Mrs. Schell, "was of the simplest. We started in a playroom and porch in a private house. During the summer we collected gifts sufficient to construct a building of our own, and September of 1923 found us ready for the fifteen small children who entered before the year ended.

"Since then, in spite of varying financial fortunes, we have had four successful years. We have formed a corporation, have purchased land for a play yard, and improved our buildings; and this fall we have opened a second group, operating under the same standards, in another neighborhood.

"Nursery schools, by their very nature, are expensive. It has been necessary to depend somewhat on gifts in addition to our regular income from the annual tuitions of one hundred and fifty dollars. Funds for the building have been made up through gifts, with a few hundred dollars in loans. In order to pay suitable salaries, and to open more neighborhood schools as time goes on, we shall doubtless need a small endowment.

Nursery School Affords Training for Mothers

"At the very first we experienced the commonly expressed fear that putting our babies into a school for three, perhaps five hours a day, meant depriving ourselves of a legitimate right to direct those early all-important years. Yet almost at once we realized that a nursery school desires not to supplant but to *supplement* home training—not to relieve mothers of their responsibility, but to develop them in it. The subsequent organization of our nursery group has been based on this principle. Each mother is expected to spend at least one-half day a week at the school as an assistant, taking charge of some particular activity and watching the methods of the teacher and the reactions of the children. Parents' meetings, too, are a definite part of nursery school work, and attendance is required.

"None of us can watch our nursery groups, where our babies labor diligently over difficult buttons and troublesome overshoes, learn to pour without spilling and to use breakable dishes without breaking, to listen to music quietly and interpret it rhythmically as well, concentrate on plasticene 'snakes' and peg board 'soldiers,' await their turns with slide or cart or barrow, without a feeling of deep content that we have made possible this early training in personal achievement and in social co-operation."

An example of a nursery school started by parents in another community is described by Mrs. Gertrude Wayne Horvitz of Mt. Vernon, N. Y.

"Five or six of us formed a board. We called our project the Mt. Vernon Play School and selected a director who had particular training in pre-school work. During the first year each mother took turns at assisting, but as we progressed we were able to have a paid assistant.

Public School Cooperates

"Through the interest of our school superintendent, Dr. Holmes, we have been given a room in one of the very new public schools, in a protected corner of the building, where the sunlight pours in all morning. We also have the use of the auditorium for a period each day, and of a large, well-equipped carpentry room.

"When the weather permits, the children spend three-fourths of the day out of doors. In the winter they have their sleds and skates at school, and the day must be forbidding indeed to keep them indoors.

"As for equipment: The Recreation Commission of Mt. Vernon has loaned us a good deal, including large slides, horses, an outdoor play house, sand box equipment, ring and bars.

"The problem of bringing the children to school we met by purchasing a small bus. This year this was not enough to take care of all our children,—we have had to run a taxi, too. Besides taking the children to and from school, we need transportation for special trips, such as visiting an ocean liner, a farm, a dairy, railroad freight yards, and other places. Mothers have been most co-operative in lending and driving cars to help out.

"At the opening of the school term this year we had seven children approaching six years of age, for whom we had to make special provision. We

secured, through the assistance of Miss Patty Hill of Teachers College, a special teacher for them, to take charge of carpentry, painting, clay work, music, and other things. One of the projects of this older group has been running a little grocery store. This helps them to become familiar with the use of money and to understand the principles of social co-operation. The younger group at present consists of fourteen children.

"Our health record has been very good. The first month of this term—September to October—every child in the group gained at least one pound.

"One proof of the success of the school is the fact that all of our children are so happy there that it is a real deprivation if they must stay away from the group."

Finding Teachers

An important problem which parents wishing to organize nursery schools for their children have to face is the finding of teachers who are in sympathy with their ideals. A center of training for nursery and pre-school teachers is the Child Education Foundation, of which Miss Anna Eva McLin is director. Mrs. Margaret Trevor Pardee describes the organization of a nursery school in New York City under the supervision of the Child Education Foundation.

"About five years ago it occurred to a few mothers who were associated with some of the day nurseries directed by the Child Education Foundation that their own little children, who were at that time between two and three years of age, were not getting certain important advantages of the modern education that the day nurseries were giving to the children of working mothers. The environment of most homes, and particularly of small apartments, in which so many families in New York City live, is not adapted to meet the ever-changing needs of a child, neither can he through home and family life as an only child or with brothers and sisters, get the daily companionship of contemporaries which he needs to develop an attitude of co-operation, consideration for the rights of others, and a sense of justice.

"These mothers, therefore, decided to start a small group of children in a location convenient to their homes with a trained teacher in charge. Such a teacher was secured from the Child Education Foundation and in addition had its valuable supervision and co-operation. During the first year the number of children had increased considerably so that it was necessary to begin the second year in larger quarters.

Nucleus of Larger School

"When we reached the end of the fifth winter the enrollment had become so large that the mothers felt that they had neither the time, the experience nor the organization to manage it. The group, therefore, was taken over as a nucleus to form the Children's Home School under the direction of the Child Education Foundation.

"Some of the children who were mere babies five years ago are still in the school enjoying and benefiting by the methods of modern progressive education. The attention given to the first years of childhood is daily proving its importance and far-reaching significance in the later years."

Another school which owes much to the Child Education Foundation is the Bronxville Nursery School, which was started over three years ago in the home of a progressive mother. Mrs. Alline Williams gives an account of its growth.

"At first the school consisted of about eight children from two to four and a half years of age, in charge of a trained kindergartner. Each child brought his own table and chair, and the necessary equipment and the teacher's salary were taken care of by the tuition fee, which was kept as low as possible. The group was moved from one home to another as circumstances demanded, and finally housing difficulties became so great that in September, 1926, the head of Brantwood Hall, a private school long established in the community, was urged to organize a nursery class where heretofore the kindergarten, requiring an age of four years for entrance, had been the youngest class.

"The mothers of the children agreed to be responsible for full enrollment in the classes, and the head of Brantwood Hall School agreed to manage the finances—that is, to receive the fees and take care of the expenditures, including equipment and teachers' salaries. Two teachers trained in the Child Education Foundation Training School were engaged.

Over-enrollment a Problem

"From the point of view of numbers the classes have been too successful. The combined registration in the two classes was intended to be limited to thirty-six; throughout most of the first term

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Child Study Activities

Inferiority Feelings and Behavior

ON the afternoon of January 5th, Dr. Alfred Adler, Docent of the Pedagogic Institute of Vienna, lectured on "The Significance of Inferiority Feelings in Children" before the Child Study Association of America.

The fundamental fact in the development of neuroses and crime is that every child begins life with a feeling of inferiority, because of his utter dependence upon another for the necessities of existence. The movements of his body even in infancy are indicative of his striving to overcome this feeling of insecurity and dependence, but the satisfaction of this inner drive is not always easy. This striving to compensate for inferiority is present at every period of life and the individual's approach to every problem that confronts him is always conditioned by his desire to find security and satisfaction. This compensating "goal" determines all his movements, and if we can ascertain the nature of an individual's goal we shall know the meaning of every action. Although this "goal" is never clear to the child himself, nevertheless he always has a life-plan upon which he seeks compensation for his inferiority feeling.

There are three situations in which the child manifests the feeling of inferiority to an unusual degree: (1) if he is born with defective organs, which cause irritation and discomfort; (2) if he is "spoiled", in which case his goal is always connected with a second person upon whom he is entirely dependent for his happiness and security; (3) if he is neglected or unwelcome, as the illegitimate child, in which case he compensates by becoming a problem to those responsible for him, thus drawing attention to himself. Every neurosis is an indication that the individual is suffering from a feeling of inferiority which he does not hope to overcome.

If each person could understand himself and find his compensating goal on the useful side of life, there would be very few neurotics.

Suggestions for planning, organizing and conducting groups for child study—

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New Trends in Education

"AIMS of Progressive Education" was the subject of an address delivered by William Ernest Hocking, Professor of Philosophy at Harvard University, to members of the Child Study Association of America, on the evening of January 12th. The outstanding evil which progressive education is at present trying to combat, said Dr. Hocking, is the loss of mental appetite among pupils—a loss which becomes appalling at the very age when that appetite should be keenest—during adolescence. The fundamental credo of progressive education is belief in the wisdom of the child's mental hunger—his desire for mental activity.

In trying to ascertain why this early interest in learning should lapse during the school years, progressive educators are agreed upon certain shortcomings of our present method of education. The most objectionable of these is its imitative temper. The imitative mind is being developed in every department of education through the desire of the teacher to inculcate into the pupils those things which he thinks it important for them to know. But there is no greater educational tragedy than that of being alienated from one's own appreciation by being told what to admire. This evil in our schools produces what Dr. Hocking calls "our imitative decency, imitative virtue and imitative citizenship."

Unfortunately, the secondary goals, such as marks, degrees and honors, have supplanted the

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Parental Initiative in Progressive Education

PARENTS are constantly being urged to co-operate with the school. They are reminded that the school can do little without the parent, that no matter how enlightened, how free, and how creative the type of education the school is trying to give, no headway can be made without the parent's willingness to carry out these ideas at home. And so the earnest parent sets out to co-operate, only to discover the difficulty of finding the right school to co-operate with.

Educators with courage and broad vision have pointed the way to new ideas and methods of education that mean a freer, more individual, more creative life for children. Scores of parents the world over have been avid to seize these new ideas and have eagerly sought ways and means by which their own children may reap the benefits of this new education. Thus it has come about that parents here, there and everywhere have taken their courage in their hands to create the school which most nearly fulfills their desires.

Many of the outstanding progressive schools, throughout America as well as Europe, have owed their inception to the enterprise and concerted efforts of a few parents. In many cases these schools have grown so rapidly, in size as well as in influence, that the problems and difficulties which beset their small beginnings, and the parents' share in these, have been well-nigh lost sight of. Nevertheless these pioneers have blazed a trail through financial problems and educational pitfalls—and other parents have been encouraged to follow. The past two or three years have seen a tremendous impetus in the starting of new progressive schools by parents in both urban and suburban communities. For some of these, success is already assured. Others are still struggling through the early difficulties of organization and are facing the future with uncertainty and some misgivings. But all of them hold out hope and inspiration to other parents hovering on the brink of educational adventure for their children. For while these "new schools" are still in an experimental stage and necessarily meet with some failures, they indicate none the less an effort to bring into our children's schools some of the new ideals and methods of progressive education which parents have learned are so vital.

The Institute on Parental Education

FROM many parts of this country and Canada seventy qualified workers in the field came to attend the Institute on Parental Education held by the Child Study Association of America at its headquarters in New York City from January 17th to January 28th. The variety of organizations represented attested to the fact that the subject of parental education is interesting workers in many allied fields. Students, teachers, representatives of parent-teacher associations, of nursery schools, Sunday schools, Catholic charities, Council of Jewish Women, Y. W. C. A., of the Federal Board for Vocational Education, American Association of University Women and Child Study Association group leaders and speakers, were registrants.

The ten lectures on Contribution of Modern Science to Parental Education reviewed the biological, physiological, sociological and spiritual aspects of child nature. As the lectures were open to the public, many members of the Child Study Association and other interested persons attended. Round table conferences led by well-known workers afforded opportunity for lively discussion and interchange of ideas and experiences.

An interesting and valuable feature of the Institute was the pre-arranged and directed observation which enabled visitors to see Child Study groups of different types in action. At Headquarters demonstrations of every kind of child study group were given. Outlying groups at the Home for Hebrew Infants, where student nurses are being trained, at the College Settlement, and at public schools where colored and foreign mothers are taught, were also visited.

The Institute brought to light many new and important aspects of parental education and provided rich and stimulating material for further research on the subject. A more comprehensive report of the Institute will be printed in succeeding issues of Child Study.

Newer Concepts in Education

Based on the Minutes of a Child Study Group

Sources:

Burnham, Wm.—The Normal Mind. D. Appleton & Co., 1924. Chap. VIII.

Dewey, John—The School and Society. University of Chicago Press, Second Ed. 1915. Chaps. I and II.

Henderson, C. H.—What Is It to Be Educated? Houghton, Mifflin, 1914. Chaps. I and VII.

THE leader, in opening the meeting, pointed out the need for clarifying our own attitudes and concepts of education. Toward this end an attempt was made to evaluate the older forms of schooling, and to examine some of the new trends toward individual freedom and self-expression.

Dr. C. H. Henderson portrays the first fourteen years of life as "years of grace," during which "the days are far too precious to be wasted over the dull tasks of the ordinary schoolroom, or in poring over textbooks whose value at best is second-hand." Education, this author says, is the unfolding and perfecting of the human spirit. Information and development must go together. It is impossible to impart information without at the same time setting up changes in the child's inner life, and it is equally impossible to set up these inner changes except through the medium of such imparted knowledge. This perpetual interaction means that the process of education covers the whole waking day, and is, in fact, coincident with the whole of life. Education during these early years must safeguard the child's spirit from false impressions, unsound conclusions, unwarranted commands and inhibitions. It must nourish the child so that his spirit will find freedom to create along the lines of his own choice.

Dr. John Dewey feels that due to our modern inventions, too many things are done for us, and children are thus cheated of a very vital process of education which is character building as well as informative. Craft work in the schools has great social significance in showing children types of the processes by which society keeps itself going, and in acquainting them with the historic development of man.

The author criticizes the conventional type of school, in which children are merely taught facts, and are marked on their ability to memorize these. Examinations are given to see which child has succeeded in getting ahead of others in storing up and accumulating the greatest amount of information. In this atmosphere of simply learning lessons, children are not permitted to help one another, and thus there is eliminated a tremendous factor for good in social development. This is not true of the more progressive schools where children are encouraged to do research work in groups. "A spirit of free communication, of interchange of ideas, suggestions and results, both successes and failures, should become the dominating note of the recitation."

The old conventional education appealed for the most part to the intellectual aspects of our natures —that is, to our desire to learn and to accumulate information—rather than to our impulses and tendencies to make, to do, to create. Through the introduction into the schools of the various forms of active occupation, the entire spirit of the school is renewed. The school becomes a place where the child actually lives in the present as a part of a miniature community, instead of a place where the child learns lessons having an abstract and remote reference to future living.

The child is already intensely active and the question of education is the question of taking hold of his activities and of giving them direction. The child very early turns to the use of pencil and paper as a means of expression. Let the child first express his impulse on paper and then, through criticism, question and suggestion bring him to see what he has done as compared with what he needs to do, and the results after that will be different.

Dr. Dewey groups under four heads the impulses which are available for development in the school: (1) the social impulse, as shown in conversation and communication—the language instinct is the simplest form of the social expression of the child, and is therefore perhaps the greatest of all educational resources; (2) the instinct for investigation —the child has not much use for the abstract; (3) the constructive instinct—the instinct for making, which first finds expression in play, in movement and gesture, and later becomes more definite and seeks outlet in shaping materials into definite forms; (4) the expressive impulse—the art instinct of children which grows out of these others. The active growth of the child depends upon the exercise of these interests.

Dr. William Burnham states that the aim of education and mental development is the integration of the personality that makes right adjustment possible. To accomplish this aim the minimum essentials are: a task, a plan, and freedom. The child should have freedom to choose his own task and to form his own plan for carrying it forward. Only thus will he develop initiative, a sense of responsibility, a spirit of cooperation, thoroughness, and the habit of completing the task in hand, and avoid unfortunate inhibitions. "One fault in many of our schools today is the lack of serious purpose and the dawdling and instability of the pupils in their occupations." The possible dangers incident to "freedom" are largely averted, the author maintains, by the stimulus of the task itself. There is no compulsion like that of the child's own task.

Teachers and parents alike are prone to interfere, and by taking the tasks out of the hands of the children largely destroy the opportunity for responsibility and success. The function of the teacher is to provide opportunity for a suitable task and to assure the conditions that make success possible for the individual child.

Discussion:

The question of specialization in the education of talented children was discussed. It was felt that the child should not be encouraged to concentrate on one subject to any great extent before he has reached at least high school age. When a child shows marked talent, there is a tendency on the part of the parent and teacher to encourage study only along that line. This often deprives the child of much needed training in other channels, and may result in blocking the very development which his early talent promised.

Another important point stressed was that parents, in their zeal to give their children all of the advantages which they themselves missed in childhood, often burden the children with too many different cultural lessons and activities. A child's capacity should be carefully watched, and under no conditions should he be deprived of all leisure time.

A member presented for discussion the problem of her ten-year-old son who, knowing that his parents are out of sympathy with the methods and ideas of the public school he attends, has adopted a scornful and rebellious attitude toward his teacher and his school work. The group felt strongly that parents should make every effort to uphold the school and the teacher in the presence of their child. Where they must disagree with any specific stand or method used by the school, their criticism must be a constructive one, pointing out problems which the teachers are meeting, and ways in which the child can cooperate. They can make him see that he himself has obligations in the matter of his education and that the school's helpfulness to him will depend largely upon his own contribution in interest and effort.

New Trends in Education

(*Continued from page 9*)

real goals of education. Originality is not a matter of genius, but the birthright of every human soul, and the lack of efficient leadership in the educational system is due to the deficiency in original appreciation and self-expression which has characterized education in the past. The outstanding mistakes of this old system are: (1) the intrusion of authority, whereby the teacher substitutes her will for that of the child; (2) the mechanical method of treating all pupils alike; (3) the lack of attention to the physical personality and the relation between mind and body of the pupil; (4) a false psychology of the nature of interest.

Interest is one of the concomitants of the early exercise of instinctive behavior. In dealing with children, there is no substitute for contact with reality; and the reason why there is so large a loss by evaporation of interest during the school years is because the average school room offers no possibilities for reality and we must be satisfied with the only realities with which the school-room was meant to deal—abstractions.

Furthermore, interest requires that the task present a certain amount of difficulties, but these should not be beyond the child's capacity for successful accomplishment. The new education sometimes errs in trying to make learning interesting by removing all the difficulties. An adjustment of the material offered is also essential.

Some schools sin by requiring that a certain amount of material be covered within a given period. Others err in eliminating material in the interest of freedom. The former type of school aims to instill certain definite beliefs, the latter to develop the ability of forming independent judgment. But there is much to be considered besides these two alternatives. A code of ethics is needed. Such a code cannot be constructed by children for

themselves, but must grow out of the experience of the race. Political, moral, ethical and religious ideas must therefore be passed along by adults to the young, but with them must be provided the means or tools for correcting these ideas when they are found inadequate for the individual's needs.

Progressive education has the following aims: (1) to furnish the schools with the right material, which would include real literature, real history, real music—all the great works of genius which are invariably simple enough for children; (2) to furnish the schools with the right teachers—persons who are happy in their work and who love the special subjects they are teaching; (3) to furnish children with opportunities for initiative. The progressive educator recognizes that the child has a natural hunger for authoritative knowledge, as a background upon which to build up his own experiences. Out of background and experience comes the growth of initiative; (4) to furnish schools with the right mixture of concrete and abstract. The school must make abstract ideas tangible, but must not lose sight of the fact that the human intellect has a capacity for abstractions; (5) to find the rational origin of all education. The interest of anybody in anything depends upon his belief in the worth-whileness of life as a whole. Interest descends from the whole to its parts, and by keeping alive an interest in the whole universe as an auspicious mystery we may help children to a recognition of the value of their partial tasks.

Dr. Jastrow Talks in Brooklyn

On the afternoon of January 27th, Dr. Joseph Jastrow, Professor of Psychology at the University of Wisconsin, addressed the members of the Child Study Association and the members of the Brooklyn Institute of Arts and Sciences in the Lecture Hall of the Brooklyn Academy of Music.

"The Development of the Emotions" was the subject of Dr. Jastrow's talk. He discussed the enormous significance of the affective life and the difficulties due to emotional complexity. He pointed out that the regulation of the emotional life is the real problem of education since the intellectual life cannot function properly until our emotional life has been worked out. He considered the contributions of all the modern schools of psychology, stressing especially the part played by heredity in human behavior.

Parents Share in the New School Movement

(*Continued from page* 8)

this year the enrollment has been forty-two, with the result that it has not been possible to give the children all the attention that was desirable. And it has been difficult to secure the necessary equipment for so many little children.

"But it has been a great joy to everyone concerned to see the success with which the children have been managed. In several cases of poorly adjusted children the improvement in a few months has been remarkable; and the interest of every one of the children in the varied activities of the classes, their eagerness to get to school in the morning, and the manner in which they apply their school experience to the problems and tasks of their daily lives at home, all bear eloquent testimony to the real educative value of the work that is being done in their behalf."

Mrs. Edythe Townsend of Ardsley-on-Hudson, N. Y., expresses appreciation of the help of the Child Education Foundation in starting a nursery school in her town. "There were several elements to be considered," she writes, "the teacher's salary, the rent, the parents' pocket book and the milk allowance. After due consultation with the parents Miss McLin presented a budget that, wonder of wonders, was satisfactory to all concerned.

"Any school that has a graduate teacher from the Child Education Foundation is visited by one or two supervisors, who report monthly to the Foundation, where a chart is kept of each child. If the child seems to have a misunderstanding in its home, the supervisor gets in touch with the home and tries to smooth out the creases. A rather thorough method, to my mother mind!"

Mrs. Narcissa Cox Vanderlip describes a school which started with a handful of children at the time when Montessori schools were being introduced.

"At first we overdid the idea of freedom," writes Mrs. Vanderlip. "We feel nevertheless that we have made a definite contribution to individual education through material worked out by our director, Dr. Arthur Sutherland, who created and developed the department of research in the Los Angeles public school system.

"The school was built, its endowment fund created, and its deficit paid by one family with two or three exceptions in the way of friends who

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make moderate contributions each year."

Not every nursery school venture, of course, is an unqualified success. Mrs. Mary Palmer Fuller writes of her experience and that of two other pioneer mothers in Scarsdale, N. Y.

"In the fall of 1921 there was no school in White Plains or Scarsdale for very young children. I wanted a progressive school for my two children, four and six, to attend. Two other parents, each with a child three years old, wanted an informal play group.

"We started out with thirteen children, five of them coming in without paying, the others paying a small tuition. One of the mothers loaned us a play house, and the use of a room in her house with some apparatus. My work as teacher was supplemented by the teaching of rhythmics by another woman who came once a week. A number of children came just for the rhythms, which helped to meet the expenses.

"At the end of the third year we felt that the school, if it were to continue, should have a permanent home of its own. To this end we endeavored to organize an active group of parents. We had a big meeting with two well-known speakers and aroused considerable enthusiasm. We found that a number of people were willing to back the project with real sums of money. But when these amounts were added up the total did not seem sufficient to warrant the venture. And although the school continued in another private home for one more year, we all realized that the end had arrived.

"It would appear to us that a successful school must have a sufficient number of enthusiastic parents to make possible groups of from eight to twelve children, and that these parents must take upon themselves responsibility for continuing the project, and for meeting the financial problems involved in providing adequate equipment and salaries."

The Co-operative Play School, started by Mrs. Ruth E. Loeb in Chicago, met the problem of location and the cost of equipment as follows:

"One family moved into a house with the intention of providing a place for the play group. A large play room was built on the third floor, and the back yard adapted for an open air play space. Some of the equipment was provided by the children individually and remained their personal property; a ten dollar equipment charge was made for the communal needs of the school, and dona-

(*Continued on page* 18)

BOOK REVIEWS

Freedom and Curriculum

Before Books. Edited by Caroline Pratt: Records by Jessie Stanton. Adelphi Company, 1926. 339 pages. $1.00 (paper).

THIS book deals with the education of little children in those first school years before books are useable instruments in the learning process. It is an exposition of an educational theory and its application through curriculum at the City and Country School in New York City.

In an introductory chapter on "Pedagogy as a Creative Art," Miss Caroline Pratt, principal of the school, reveals much of her educational philosophy, and suggests interesting and challenging points of comparison between the old methods of pedagogy and the new. "What the organism needs is opportunity and the business of pedagogy is to provide opportunity for the organism to establish itself . . . . Opportunity, if the organism makes use of it, contains its own training."

Aside from the introduction, the book consists of the record of an experimental curriculum, covering the work of four-year-olds and six-year-olds in different years under the same teacher. Each month's activities are recorded under four main headings: play experiences, practical activities, special training and organization of information. At the conclusion there is a collection of original stories and poems, dictated by the children in the groups.

In going over the record, however, one wonders whether these children are all doomed to be mere city dwellers, with their endless block representations of city structures! May there not be a danger to the city child of too much "facing reality" with rather bleak results?

"Before Books" is not bleak, however, for it portrays growth on every page, and so sets an enviable standard for other teachers and proves again the truism that there is no great school without a great teacher. Any parent who studies discerningly the materials and methods used by this gifted teacher will get real help in the vital problems of welding the child's home life and school life into a consistent whole.

E. B. W.

Pioneer Schools in Europe

New Schools in the Old World. By Carleton Washburne in collaboration with Myron M. Stearns. John Day Company, 1926. 174 pages. $1.75.

EDUCATION, in both public and private schools, is undergoing vital changes not only in this country, but in the countries of Europe as well. Some indications of these changes and educational experiments have come to us from time to time in foreign publications. It has remained for Dr. Washburne, however, to give us a unified picture of Europe's new educational trends.

Dr. Washburne, whose experimental work in the public schools of Winnetka, Illinois, has attracted national attention, has brought to his study of Europe's new schools broad vision, enthusiasm, and a spirit of open-minded inquiry. He and his collaborator have given us no mere factual report of observation in a dozen schools, but a vivid and inspiring picture of Europe's outposts in new educational theory and practice.

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In England, they find "modern lights in ancient halls" and new educational vision emerging from beneath the weight of old traditions. At Oundle, a secondary school dating back to the thirteenth century, they see an interesting attempt to combine the most modern shop and laboratory work in the sciences with the old traditional methods in academic teaching. This is done in an earnest effort to give to every boy an opportunity to find out his own abilities and develop them to the best advantage. They find Bedales, thirty years old but still a "new school," demonstrating the possibilities of coeducation and individual development in a boarding school for children from five to seventeen years of age. Shift of responsibility from the teacher to the pupil and the breaking up of formal time-schedules are features of the Dalton plan in operation at Streatham Hill, but still more is freedom the dominant note in the school in the mill town of Kearsley, where individual expression has precedence over program. This "next to Hamburg, and perhaps Bakule's school in Prague, is the most radical experiment in all Europe."

Leaving England, the authors give us glimpses of a wide variety of educational experiments on the continent, which include the work of Decroly in Belgium, adapting and supplementing the Montessori materials, the Humanitarian School in Holland, Cousinet's experiment in "cooperative learning" in France, and "schools that dare to give children complete freedom," in Hamburg. These last are described as "schools with no program, no course of study, no grades, no examinations, no rules, no punishments—with their whole work centered on the development of each child's soul from within." Those who have known German schools under Prussian autocracy will see in this extreme movement nothing short of an educational revolution.

Without attempting a critical analysis and evaluation of the educational theories and experiments they describe, the authors have succeeded admirably in interpreting and clarifying for the lay reader the salient characteristics and the motivating spirit of each school. Students of education, teachers, and parents will find here a vivid and stimulating exposition of progress in contemporary and educational philosophy. "A new day is dawning in the educational world, a day in which the individual child is coming into his own. On the heights there are these schools that have caught the first glimpse of this new day . . . . That the schools have many faults and limitations is of course true. But every one of them has a vision. Every one sheds some light on the problems that we who are educating the new generation must attempt to solve."

A. R. G.

Music for Children

Music for Children. By Doris Simmonson and Lilla Belle Pitts, with a foreword by Peter W. Dykema. Child Study Association of America, 1926. 64 pages, 35 cents (paper).

MANY parents are aware that the musical education of their children should not wait until school age nor be confined to the classroom. They have not always known, however, how to provide the background for such training. Parents will, therefore, welcome this attractive pamphlet, which includes a selected, non-commercial list of music books, piano rolls and phonograph records, prepared for the Music Committee of the Child Study Association of America by Doris Simmonson, Supervisor of Music at Ethical Culture Branch School, New York City. The last part of the book is devoted to "Music for Older Boys and Girls." This section, with a

short introduction of its own, was prepared by Lilla Belle Pitts, Supervisor of Music for Junior High Schools, Elizabeth, N. J.

Miss Simmonson says, very wisely, that the child's native love of music is so real and spontaneous that the problem is not so much to teach him to like music, as to offer what is best suited to his growing capacity for understanding. She divides musical education, as it takes place in the home, into three phases—singing, rhythmic response and listening for enjoyment. With the exception of those for older children, all the selections listed are classified under these three heads. Each section is preceded by a short introduction, in which the fundamental principles of the musical development by the particular medium are stated, accompanied by a few concrete and helpful suggestions for carrying them out. Miss Simmonson never fails, however, to warn parents to guard against overstimulation beyond the child's real interest and easy response. She takes the stand that " the child should be given frequent opportunity to listen to good music merely for the enjoyment that it can give him. Just as by continued reading the child enlarges his vocabulary and his store of images and associations, so the more well chosen music he hears, the greater becomes his capacity for enjoyment, for he thereby increases his musical experience."

The section on "Rhythm" contains books and records of singing games and folk dances, as well as some fine suggestions of music for rhythmic interpretation including pieces by Grieg, Schumann, Debussy, Brahms and Tschaikowsky.

In the list of "Music for Listening," we find a large variety introducing many moods and different styles, ranging from Victor Herbert's operas, Cadman's Indian Songs, Mendelssohn's "Midsummer Night's Dream," Tschaikowsky's "Nutcracker Suite," MacDowell's piano pieces, Grieg's music, to symphonies by Haydn, Schubert, Beethoven and orchestral music by Brahms and Wagner.

Among the "books about music," which are listed in the section devoted to older boys and girls, appear works by some of the best known teachers and writers for children.

MARION BAUER.

Suggested Reading in Recent Magazines

"The Chevy Chase Country Day School." By Stanwood Cobb, Director, Childhood Education. December, 1926.

A description of a country day school at Washington, D. C., where progressive methods of education are practiced, to meet the needs of the individual child.

"Educating the Parent through the Nursery School." By Abigail Eliot. Childhood Education. December, 1926.

Discusses parental cooperation in the nursery school, especially stressing its value as an educational medium through which parents learn the needs of their little children and a technique for meeting them.

"Creative Expression through Music." Progressive Education. January, 1927.

A symposium on newer methods of teaching instrumental music, singing, rhythms and music appreciation by Thomas Whitney Surette, Katharine K. David, Harriet Ayer Seymour, Elizabeth Newman, Calvin B. Cady, Edith Potter, Satis N. Coleman, Ruth Doing, Norval Church, Peter W. Dykema, Helen Goodrich, Ellen W. Steele.

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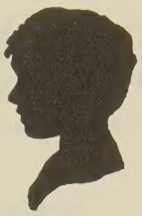

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Parents Share in the New School Movement

(*Continued from page* 14)

tions of costly toys such as kiddie cars and bicycles were secured from the parents. That left only the salaries of the teachers and the cost of the lunches to be provided for.

"Our first year is proving so successful that already plans for next year are under way."

The New School Idea Carried Over to Public Schools

"But private school enterprises are only justified when they can be transferred to public school systems," says Professor William Ernest Hocking. The small enterprises initiated and carried on by parents who want better opportunities for their own children take on new significance when considered from this point of view. Public schools must of necessity, because of their very size and number, move slowly along the path of progress, but the way of development can be pointed out by the small private school.

An example of this kind is the Children's Community School, organized in Chicago by two mothers, Mrs. Rose H. Alschuler and Mrs. Charlotte G. Kohn, five years ago, when nursery schools were still a subject for scoffing. The success of this school for little children attracted the attention of the Chicago Woman's Club, and the result was the organization of the Franklin Public School Nursery, an experiment conducted in the public schools under their auspices. This demonstration of a nursery school within the public school system of a large city has proved practical enough to be continued a second year and has pointed the way to establishing other public nursery schools.

Again, the public school system of Winnetka, Illinois, shows what can be done when a few parents decide to throw time, energy and money into the improvement of the public school system in their community rather than into organizing a private school. In 1919 Superintendent Carleton Washburne was invited to come to Winnetka and under his leadership the schools were reorganized to provide for individual progress and socialized and self-expressive activities. Since then the Winnetka Public Schools have attracted the attention of educators everywhere, both as an interesting educational experiment and as a demonstration of what can be done to modernize public schools in any community where a progressive superintendent can obtain the backing of the parents.

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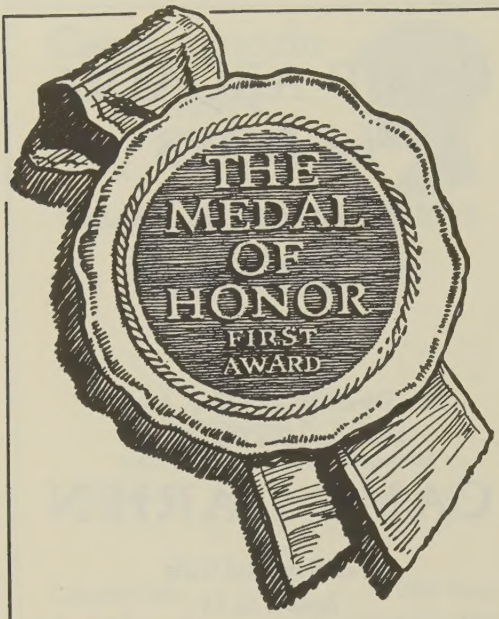

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